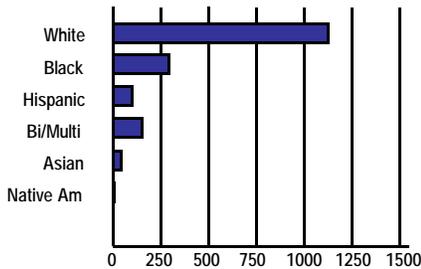


**Department of Defense Education Activity
Quantico Dependents School System (PK-12)
1996/97 District Profile
Lawanna Mangleburg, Superintendent**

District Characteristics

Student Enrollment - 1,231



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	139	11%
PK-12	TAG	69	6%
PK-12	ESL	26	2%
Students Taking AP Courses		14	20%

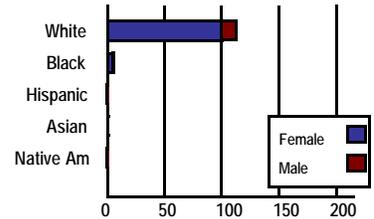
Grade	#
PreK	137
K	129
1	131
2	107
3	122
4	123
5	96
6	77
7	98
8	53
9	58
10	33
11	33
12	34
Total	1231

Sponsor Affiliation	
Marine	95%
Army	<.5%
Navy	2%
Air Force	<.5%
Coast Guard	0%
Non-US Military	2%
US Civilians	<.5%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	4
1-3	4
4-6	13
7-10	8
> 10	81

**Mobility Rate
33% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	5
Classroom Teachers	81
Special Education	11
Other Professionals	23

Teacher Education	
Degree	% Teachers
BA/BS	33%
MA/MS	65%
Doctorate	2%

Superintendent's Highlights

The schools located at Quantico and Dahlgren, Virginia have been successfully integrated into one system during the 1996-97 school year. The combined systems have been named the Virginia Domestic Dependent Elementary and Secondary School System. In addition to promoting greater efficiency and effectiveness, the VA DDESS School Boards at each of the installations have been joined together to form school/home partnerships.

Technology has been extensively integrated into the curriculum of each of the elementary and middle schools, electronic portfolios have been maintained at four of the six schools, and all of the schools at Quantico and Dahlgren are connected to the Internet.

Implementation of a multi-level school-home partnership has been documented at five of the schools, and greater parent involvement in the schools has contributed to enhanced student learning across the curriculum. In most of the schools, 100% of the parents were involved in a variety of school activities.

Student proficiency in science and math has increased as students have used computers and hands-on math/science activities to improve problem-solving skills. Schools are becoming more customer oriented as School Improvement Teams promote shared decision-making processes.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
Staff development on Integration of technology into all curriculum areas resulted in major advances. Students demonstrated technological proficiency in utilizing a variety of subject related software, producing exemplary products using technology and accessing a variety of information sources, i.e., Internet (Library of Congress), CD Rom.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Emphasis on NCTM Standards as basis for curriculum design resulted in modifying classroom practices. New math textbooks were purchased to increase emphasis on standards. End of year baseline data has been collected for grades 1-11 (Quantico) and 3-8 (Dahlgren).

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
The professional development structure is supported through district initiatives and site based decisions. All professional development activities are linked directly to achieving DoDEA benchmarks. Integration of technology, instructional effectiveness, and advanced computer training are but a few activities.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
All teachers and administration have e-mail capability and internet access. Plans are now in place to upgrade the entire WAN for video transfer and greater multi-media capabilities.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.36	4.08
Co-Supporters	3.70	3.65
Co-Learners	3.22	3.27
Co-Teachers	3.80	3.66
Co-Advisors	3.56	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

All schools have an active parent partnership program. VADESS has excellent, cooperative relationships with commands at both military installations. Mutual training, systems support, and shared communication combine to strengthen this partnership.

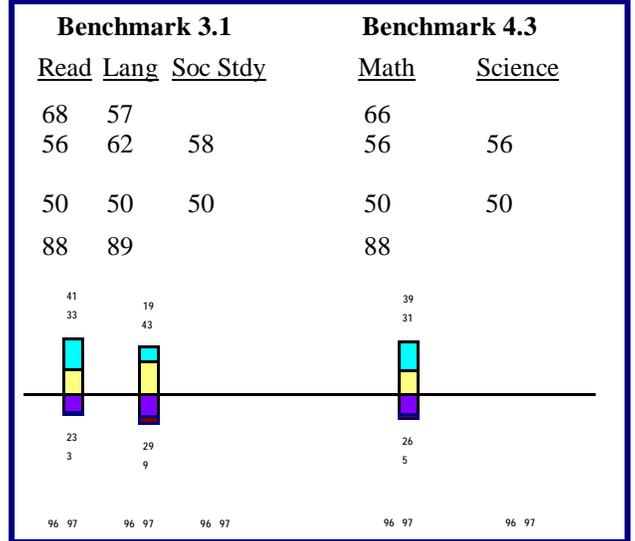
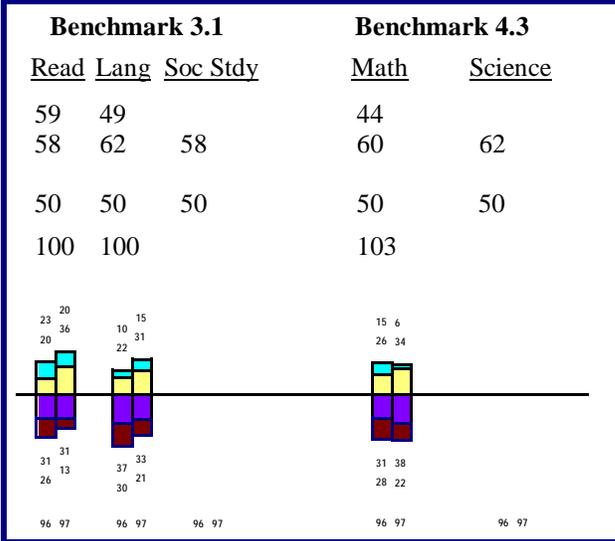
Standardized Test Results

Grade 3

Grade 7

1997
Median
Percentiles
for: District
DDESS

Nation
Students



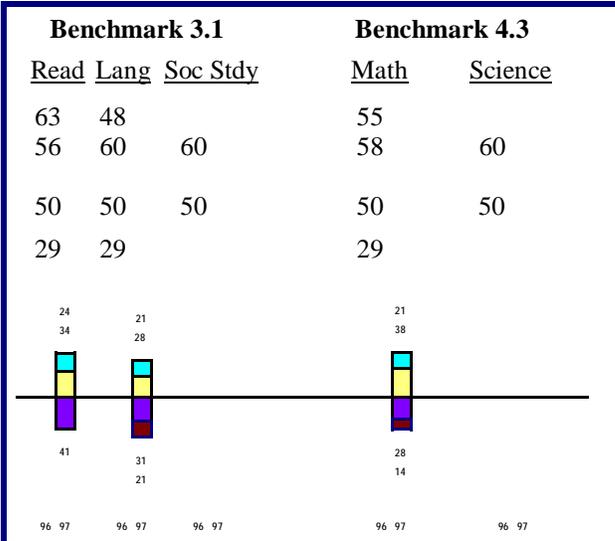
Percent of
Students
in Each
Quarter



Grade 10

1997
Median
Percentiles
for: District
DDESS

Nation
Students



Percent of
Students
in Each
Quarter



SAT Results

		District	DDESS	Nation
% Participating	1996	61%	46%	41%
	1997	35%	49%	41%
Math Avg Score	1996	517	477	508
	1997	503	481	511
Verbal Avg Score	1996	524	485	505
	1997	520	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Virginia DDESS Schools
3308 John Quick Rd, Suite 201
Quantico, VA 22134-1702

DSN Phone: 278-2319
Fax Number: (703) 784-3100
Commercial Phone:
(703) 784-2319

Writing Assessment

Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable